

**BOILING SPRINGS HIGH NINTH GRADE  
CAMPUS**

3655 Boiling Springs Rd.  
Boiling Springs, S C 29316

**GRADES** 9 High School

**ENROLLMENT** 458 Students

**PRINCIPAL** Edgar Lee Cole 864-578-2610

**SUPERINTENDENT** Dr. James O. Jennings 864-578-0128

**BOARD CHAIR** Mrs. Joyce M. Wright 864-578-0128

**THE STATE OF SOUTH CAROLINA**

**ANNUAL SCHOOL  
REPORT CARD**

**2003**

**ABSOLUTE RATING:**

**N/A**

Absolute Ratings of High Schools with Students like Ours

Excellent  
N/A

Good  
N/A

Average  
N/A

Below Average  
N/A

Unsatisfactory  
N/A

**IMPROVEMENT RATING:**

**N/A**

**ADEQUATE YEARLY PROGRESS:**

**N/A**

**SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	N/A	N/A	N/A	N/A	N/A	N/A
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	N/A	N/A	N/A	N/A	N/A	N/A
Passed no subtests	N/A	N/A	N/A	N/A	N/A	N/A

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>						
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
<b>Race or Ethnic Group</b>						
African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Non-speech disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students without disabilities	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	N/A	N/A	N/A	N/A
Non-LEP	N/A	N/A	N/A	N/A	N/A	N/A
<b>Lunch Status</b>						
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	N/A
Seniors who met the SAT requirement	N/A	N/A
Seniors who met the grade point average	N/A	N/A

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 458)				
Retention rate	N/A	N/A	6.6%	7.3%
Attendance rate	95.6%	N/A	95.4%	95.5%
Eligible for gifted and talented	11.6%	N/A	11.6%	5.1%
With disabilities other than speech	7.8%	N/A	12.1%	12.2%
Older than usual for grade	1.5%	N/A	7.3%	10.1%
Suspended or expelled	0.0%	N/R	1.7%	2.3%
Enrolled in AP/IB programs	N/R	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	N/A	N/A	3.0%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	1.1%	3.2%
Enrollment in career/technology center courses	172	N/A	569	433
Students participating in worked-based experiences	N/A	N/A	26.9%	26.3%
Career/technology students mastering core competencies	66.9%	N/A	74.6%	74.9%
Career/technology completers placed	N/A	N/A	100.0%	99.5%

Teachers (n= 25)				
Teachers with advanced degrees	56.0%	N/A	57.5%	51.7%
Continuing contract teachers	84.0%	N/A	84.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	87.2%	85.1%
Teacher attendance rate	95.8%	N/R	95.7%	95.8%
Average teacher salary	\$39,392	N/A	\$41,138	\$40,303
Prof. development days/teacher	13.0 days	N/R	10.3 days	10.3 days

School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio	30.0 to 1	N/R	26.7 to 1	26.2 to 1
Prime instructional time	89.1%	N/R	90.7%	90.1%
Dollars spent per pupil*	N/A	N/A	\$6,028	\$6,279
Percent spent on teacher salaries*	N/A	N/A	60.4%	57.8%
Opportunities in the arts	Poor	N/R	Excellent	Excellent
Parents attending conferences	51.9%	N/R	85.5%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The first year for the Boiling Springs High School 9th Grade Campus was very successful. The transformation from junior high school to high school will be an easy adjustment now that those students have witnessed a little of what high school is all about. The separation of 9th graders and 12th graders proved to be a very positive move. It is something special for adolescents to share feelings with close friends all the same age.

Safety concerns were down, discipline problems were minimum, and student achievement was up. There were 93 students to join the Beta Club in 2003. Out of student body of 480, one hundred and forty of those were taking honor classes. Students were able to fulfill 6 required courses consisting of English, algebra, physical science, world geography, physical education, and computer tech. If one chose to take an elective, he/she could take Spanish, band, chorus, or orchestra. End of Course Tests were given in both English I and algebra I. In order for a freshman to become a sophomore he/she would need to pass English, algebra, and two other courses. Eighty-eight per cent of our students achieved this goal. The other twelve per cent may go to summer school to pass English or algebra or wait to become a sophomore after one more semester.

Many of our students participated in extra-curricula activities such as fine arts, clubs and sports. Several freshmen excelled on varsity athletic teams and many others participated on junior varsity teams. The band, which finished 3rd in the state, was composed of many freshmen. Also, the colorguard was made up of predominately 9th graders. The freshmen football and basketball teams played their games on the high school's fields. Student Government, Key Club and FCA were also available to any 9th grade student who chose to join them.

Some of the most dedicated teachers and staff members worked daily helping our students to grow intellectually and socially during the 2002-2003 school year. They motivated and encouraged their students to set high goals and then helped and made sure they accomplished them. The memories that were made from the first year of the 9th grade campus will always be remembered.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	29	422	60
<b>Percent satisfied with learning environment</b>	96.6%	64.8%	71.2%
<b>Percent satisfied with social and physical environment</b>	100.0%	71.7%	61.4%
<b>Percent satisfied with home-school relations</b>	86.2%	82.1%	76.7%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.